Newfoundland and Labrador Teachers' Association

Annual Report 2002-2003

Publication and Distribution
Newfoundland and Labrador Teachers' Association
3 Kenmount Road
St. John's, Newfoundland
A1B 1W1
Tel: (709) 726-3223 or 1-800-563-3599 (toll free in province)
email: mail@nlta.nf.ca

Internet
The Annual Report is available at:
www.nlta.nf.ca/NLTApub.html.2

Table of Contents

President's Message 2

Executive Director's Message 3

Organizational Structure 4

Administration 6

Benefits and Economic Services 12

Professional Development 18

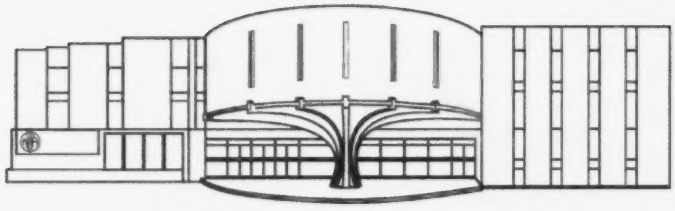
Virtual Teacher Centre 23

Communications 24

Printing Services 26

Finance 27

Financial Statements 28



President's Message

Winston Carter
President

Your Association has been working hard on behalf of all teachers throughout the past year. As the school year was winding down in June 2002, we were getting ready to showcase ourselves to the nation by hosting the Annual General Meeting of the Canadian Teachers' Federation, which took place in St. John's from July 11-13. At that meeting I was honored to be acclaimed as one of four Vice-Presidents of the CTF. My appointment provided an opportunity for me to share, discuss and debate the issues that were impacting our teachers across Canada and within the territories, while at the same time being party to many of the decisions being made on their behalf.

In mid-August our Association played host to 120 delegates from the four Atlantic provinces at CONTACT 2002 in Corner Brook. Immediately following the CONTACT Conference, your Provincial Executive Council held its planning and priorities meeting in the west coast city on August 15-16. We were very pleased to have Noreen O'Haire, Director of Professional Development Services with the Canadian Teachers' Federation facilitate this session for us. It was the consensus of your Executive that the four priorities for the 2002-03 school year would be: Quality of Teachers' Work Life; Teacher Accountability/Assessment/Professionalism/Certification; Communications/Public Relations; and Membership Involvement. To this end our Administrative Staff Officers were assigned roles and responsibilities for coordinating and working with our Provincial Executive to address each of our priorities. An action update was provided in a document that has been presented at both Provincial Executive and Joint Council meetings. It was the information that was contained within the priorities document that often provided meaningful discussion with our partners in education, including the Department of Education, Memorial University, the Newfoundland and Labrador School Boards Association, the Newfoundland and Labrador Association of Directors of Education, and the Newfoundland and Labrador Federation of School Councils.

One of the most meaningful and gratifying aspects of my two years in office has been the President's Visitation Program. In an age of technology where e-mail, voice mail and on-line programming are replacing all human contact, this visitation program afforded me the privilege to meet teachers in their work places, listen to their concerns, share in the accomplishments as well as inform them of all of the great programs and services provided through their Association. Much of the information that was gathered through informal staff room banter, individual teacher issues, and formal staff meetings formed the basis of a very comprehensive brief entitled "Putting the Teacher Back Into Teaching" which was presented to the Department of Education and the School Boards Association in February. A copy was also forwarded to the Collective Bargaining Committee, chaired by Ted Murphy, which commenced its work in January 2003.

This was also a very historic year for your Association. For the first time in 113 years all teachers throughout Newfoundland and Labrador have been given an opportunity to vote for their President and Vice-President. I wish to thank all candidates for their hard work and determination in seeking the two highest offices within our organization. This democratic process provided all of us with an opportunity to closely examine the issues, evaluate the process and generally become more familiar with our Association.

This is my final report as your President. My term of office officially ends on July 31, 2003. Upon reflection of the past two years, the words of the song "The Dance", by Garth Brooks, come to mind: "I wouldn't have missed it for the world". To all teachers, thank you for making my job so rewarding and for working in one of the most important professions in today's society.

Executive Director's Message

This Annual Report of the Newfoundland and Labrador Teachers' Association chronicles the activities of your Association since the 2002 Annual Report was issued in May 2002. It provides a summary of the programs which the Association has in place for and by teachers, and reviews the work undertaken by the NLTA on behalf of its members during the past year.

This past year has been a demanding one for teachers and for your Association. The signing of the 2001-04 Provincial Collective Agreement last April and the Labrador West Collective Agreement in June has meant that 2002-03 has not been a year with major activity on the collective bargaining front. However, as in any other "non-negotiating" year, other major issues have occupied the attention of the Association's Executive and Staff. And, of course, our Collective Bargaining Committee has, as of January 2003, started the process of preparing for the 2003-04 round of collective bargaining.

In August 2002, at the first Provincial Executive meeting for 2002-03, four priorities were identified for the Association this year. These are: Quality of Teachers' Work Life; Teacher Accountability/Assessment/ Professionalism/Certification; Communications/ Public Relations; and Membership Involvement. The first of these has occupied much of our time and attention as a myriad of issues affecting teachers' work lives and personal lives have continued to surface. As this is a year when we are not at the bargaining table, a decision was taken to compile these issues (many of which were reiterated by teachers during the President's program of school visitations) and prepare them in the format of a brief to the Department of Education and school districts. This brief has been presented to the Department and the 11 school districts along with the NLSBA and a request has been made to establish a forum for the purposes of discussing the issues contained therein. We will continue to pursue these matters on behalf of teachers. They will continue to occupy your Association's time and energy through its liaisons with other educational stakeholders and through the positions the Association takes on educational matters as it carries out its role as an advocate for teachers and for education.

After a number of significant staff changes at the NLTA office in the previous few years, the past year has seen few of such changes. As of August 2002, Kathy Burford retired as an EAP Coordinator and the position was filled by Marie Wall, who had been in a replacement position as EAP Coordinator for the past two years.

The current school year will also see a historic development within the Association as, for the first time, the positions of President and Vice-President will be filled by a vote among all teachers throughout the province. A lot of hard work has gone into the development of the election policy and procedures and we look forward to teachers active participation in the process. Please take advantage of the opportunity this process affords you to question the candidates, examine the issues and participate in selecting the Association's leaders for the next two years.

This annual report provides you with important information that will enable all members to review the activities which the Association has undertaken on behalf of teachers in its 113th year. As a key component of the delivery mechanism for the Association's programs and services, your entire Administrative and Support Staff are committed to providing you with the highest possible level of service and representation. As we prepare for our 2003 Biennial General Meeting, we pledge our best efforts to continue the proud legacy of those who have preceded us.

Edward Hancock
Executive Director

Organizational Structure

Decisions are made and implemented at various levels within the organizational structure of the NLTA – from elected office at the Provincial Executive Council to Branch Presidents in the field. The following provides an update of work performed this year by Provincial Executive, Joint Council and the NLTA Standing Committees.

Provincial Executive Council

The Constitution and By-laws place full and complete authority for the direction of the Association between Conventions with the Provincial Executive Council. The Executive is elected biennially at Convention and consists of 12 members, inclusive of the president and vice-president. In addition, the immediate past-president, by virtue of the position, is an executive member for the year immediately following his/her term of office. The decisions and recommendations of Provincial Executive are reflected throughout this Annual Report.

Joint Council

The Joint Council is comprised of Branch Presidents and members of Provincial Executive. It began as a liaison/discussion group and has now evolved into a decision-making body that assists in directing the work of the Association between Conventions. Governance of the Association, in reality, has become a shared responsibility of the Biennial Convention, Joint Council, and Provincial Executive. Joint Council usually meets twice during a school year.

Standing Committees

Communications/Political Action

The Communications/Political Action Committee is responsible for making recommendations to the Provincial Executive Council on all issues relating to communications and political action. This year's committee, located in Corner Brook, oversaw the production of the "NLTA and You" video, the revision of the NLTA Political Action Handbook, the approval of advertisements for "The Power of Learning" Campaign, and provided input into various communications issues. They were charged with the responsibility of monitoring the development of the NLTA website and improvement in response to teacher needs. As in the previous year, the Education Week Committee was a sub-committee of the Communications/Political Action Committee and the staff consultant reported to both committees.

Curriculum

The Curriculum Committee maintains responsibility for the Association's involvement in all matters related to curriculum programming. The committee continues to monitor the implementation and resourcing of new curriculum and meets with Department of Education officials on a regular basis. The committee has also coordinated the NLTA's response to a number of curriculum issues. A major focus during the current year has been criterion referenced testing and public examinations. In order to identify concerns in these assessment/testing areas, teachers were surveyed. The results of these surveys formed the basis of a number of recommendations to the Department of Education.

Equity Issues in Education

The Equity Issues in Education Committee is responsible for advising Provincial Executive on issues of equity. This includes the monitoring of our own internal policies and operations as well as advocating for inclusionary policies and practices in the

broader educational community. This committee liaises with CTF's professional development division and will have input into a work group to address the issue of the under-representation of females in leadership positions. This has been a significant part of the committee's focus over the past two years. A number of awareness initiatives have been undertaken and will continue as this important issue is highlighted. The Equity Issues in Education Commitee is responsible for the administration of a student grant which has as its purpose the provision of equal access of opportunity by students.

Finance and Property

The Finance and Property Committee is comprised of Executive members only. Its purpose is to control and monitor all spending of the Association and to maintain all property of the Association. Activities of the committee for the past year included the monitoring of the investments of the Association and preparing draft budgets for 2003-04 and 2004-05 for approval at the 2003 Biennial General Convention.

Group Insurance

The Group Insurance Committee consists of: a seven person Board of Trustees, appointed and answerable to the Provincial Executive of the Association; representatives from Johnson Incorporated as Plan Administrator and consultant; a staff member of the NLTA who performs the administrative duties assigned by Trustees and acts in an advisory capacity to the committee; and the NLTA Treasurer who performs the financial duties assigned by Trustees. For the major areas of the committee's activities over the past year, see the section on Group Insurance, under Benefits and Economic Services, later in this report.

Membership Benefits and Services

The Membership Benefits and Services Committee is responsible for overseeing issues related to Branch Operations and Benefits and Economic Services. Nearing the end of its two-year term, the committee has made recommendations to Executive regarding changes to Association policy on Pre-Retirement Seminars, Legal Aid, and eligibility for awards. It has also given consideration to the role of school representatives and the training provided for teachers who take on this position. As in previous years, the Membership Benefits and Services Committee has considered candidates and made recommendations to Executive regarding recipients of the Bancroft and Special Recognition Awards. The committee is currently focusing on the issue of increasing membership involvement in the Association through a review of policies governing branch/school-based structure and collective bargaining.

Professional Issues in Teaching

The Professional Issues in Teaching Committee makes recommendations to Provincial Executive on professional development issues. The committee makes decisions respecting the Barnes Award, Centennial Fund projects and Project Overseas. It also develops guidelines for any new programs to be administered through the Professional Development Division and oversees the work of the PD Division and its programs. The committee is currently exploring the concepts of accountability and professionalism in order to develop an NLTA position on these issues.

Administration

The Administration Division oversees the operation of all programs of the Newfoundland and Labrador Teachers' Association. Administration has responsibility for coordinating the work of all divisions within the NLTA and to ensure that the organization is responsive to the needs of its members. The President and the Executive Director represent the Association on various boards and liaison groups – nationally, with the Canadian Teachers' Federation (CTF) and the Conference of Atlantic Provinces Teacher Organizations (CAPTO) and, internationally, through Education International (EI). Provincially, the President and Executive Director represent the NLTA in liaison with the Department of Education and other government departments and agencies, the Newfoundland and Labrador School Boards Association, the Newfoundland and Labrador Association of Directors of Education, Memorial University of Newfoundland, the Newfoundland and Labrador Federation of School Councils and the public sector unions.

This division is also responsible for the overall functioning of the Biennial General Meeting (Convention), the Provincial Executive Council, and Joint Council.

Highlights for the President's and Executive Director's Offices for 2002-03:

• Continued a series of visitations to schools and branches throughout the province by the President, at times accompanied by Administrative Staff members.

• Established, with the Provincial Executive and Administrative Staff, Association priorities for the 2002-03 school year.

• Continued ongoing liaisons with other educational agencies, including the Department of Education, NLSBA, MUN, NLADE, and the Federation of School Councils.

• Established a program of School Representatives Seminars that will take place on a triennial basis starting Fall 2003.

• Attended meetings of the Executive of the Conference of Atlantic Provinces Teacher Organizations (CAPTO) and the CAPTO Annual Meeting.

• As a vice-president of CTF for 2002-03, the President attended all meetings of the CTF Executive and the Board of Directors. The Vice-President served as NLTA's Director on the CTF Board.

• The Executive Director served as a member of the CTF Committee on Relations with the Council of Ministers of Education (CMEC) for 2002-03.

• The Executive Director represented NLTA on the provincial Pensions Investment Committee.

• The Executive Director represented the Association on the Advisory Group on Teacher Supply and Demand, which is comprised of representatives from the Department of Education, NLSBA, NLTA, and MUN.

• Continued involvement with the development of the Virtual Teacher Centre and carried out discussions leading to its partnership with the Centre for Distance Learning and Innovation.

• The Executive Director served as staff consultant to the Ad Hoc Committee on Province-Wide Voting for President and Vice-President and assisted in the preparation of its recommendations to Executive. He is also serving as staff consultant to the Electoral Committee which is overseeing the first province-wide election to take place on May 6, 2003.

104-04043/

• Hosted CTF Annual General Meeting in St. John's, July 11-13, 2002.

• Prepared agendas and oversaw details for the functioning of the Provincial Executive Council and Joint Council meetings.

• Prepared and presented NLTA's submission to the Commission on Renewing and Strengthening Our Place in Canada.

• Participated in discussions with Treasury Board officials on the Post-65 Paid-Up Life Insurance.

• The Executive Director continued in his second term as a Director of the Canadian Association for the Practical Study of Law in Education (CAPSLE).

• Coordinated the Association's response to the Atlantic Institute for Market Studies (AIMS) "Report Card on Atlantic Canadian High Schools".

Table Officers

Table Officers consist of the President, Vice-President and two members at large elected by their colleagues within Provincial Executive. The Executive Director serves as staff consultant to the committee.

The mandate of Table Officers includes making recommendations to Executive on issues such as: appointment of NLTA representatives to various committees and groups; establishment and composition of committees; and revisions to policy and programs. The committee also approves agendas for Provincial Executive, Joint Council and Biennial General Meetings, and handles routine business between Executive meetings. Table Officers is also the committee responsible for interviewing candidates and making recommendations to Executive on staffing matters.

Some of the issues undertaken by Table Officers during the 2002-03 year were as follows:

• Continued liaison with the Retired Teachers' Association of Newfoundland and Labrador (RTANL) to discuss ongoing and future long-term relationships between the NLTA and the RTANL.

• Reviewed policies relating to Association operations.

• Monitored and made decisions upon cases with respect to professional relations inquiries and membership discipline.

• Continued formal liaison with Johnson Inc., particularly in relation to special funding arrangements for Association programs.

• Monitored progress and activity concerning the Association priorities for 2002-03.

• Received and responded to correspondence from CTF relative to CTF policies and activities.

• Reviewed branch proposals for amendments to the NLTA Act and By-laws and made recommendations to Executive.

• Reviewed the status of the Association's Emergency Fund and initiated discussions on same with Executive and Joint Council.

• Made recommendations to Executive re nominations for CTF Awards and recipient of NLTA Honorary Membership.

• Considered, and recommended to Executive, the reinstatement of a program of School Representatives' Seminars in the Fall of 2003.

Branch Operations

The branch operations program is responsible for providing services to teachers through the Association's local branch structure. This involves all aspects of branch organization, including official registration of the 51 local branches and allocation of funds as per Association policy, review of yearly branch audits, registration of substitute teachers, processing requests regarding the Association's membership categories, and the operations of school board-teacher liaison committees. Responsibility for branch operations is assigned to the Assistant to the President.

Highlights for 2002-03:

• Processed nominations for the Bancroft and Special Recognition Awards presented annually by the Association. This year's recipients of the Bancroft Award are Dolly Oldford, Margaret Dunphy, and Marilyn Bennett; the recipient of the Special Recognition Award is Rex Hillier; and the recipient of the Barnes Award is Victor May. We regret that Victor May passed away in December 2002. His award will be presented at BGM 2003 posthumously. These recipients, along with the 2002 recipients, will be honored at an awards luncheon during the 2003 BGM.

• Received nominations from branches for School Board-Teacher Liaison Committees for 2002-03 and, in consultation with the Membership Benefits and Services Committee, appointed committees. The school board-teacher liaison structure includes one committee for each of the 11 school districts in the province plus a separate committee operating under the Labrador West Collective Agreement. To date, the majority of committees have met at least twice and positive comments have been received from both NLTA and school board members involved in the process.

• Prepared over 330 retirement scrolls and pins for teachers retiring during the 2002-03 school year.

Association Priorities for 2002-03

Provincial Executive identified four priorities for the 2002-03 school year. After extensive discussion and planning at a meeting in August of 2002, Executive decided that the priorities for the year would be: quality of teachers' work life; teacher accountability/assessment/professionalism/certification; membership involvement; and communications/public relations. An update on each of the items follows with a brief description of actions to date. More information on various details of the priorities may be found in later sections of this report.

Quality of Teachers' Work Life

• Monitored initiatives of the Department of Education related to curriculum and its implementation and impact on teacher workload.

• Advocated for the appropriate and necessary resources pre-requisite to teaching.

Administration cont'd

• Provided professional development opportunities aimed at positively impacting teacher work life.

• Continued to implement and expand the goals of the Virtual Teacher Centre.

• Cooperated with other education stakeholders in developing strategies to address/monitor the challenges of teacher supply and demand.

• Continued to advance the Teacher Induction Program in support of beginning teachers.

• Assisted SIC's in developing a new and more effective collaborative model to support teachers through professional development.

• Investigated and addressed the impact of school design on the teaching/learning environment and on teacher/student work life.

• Discussed and addressed, through liaison with the Department of Education, numerous issues affecting teachers' work lives.

• Monitored inservice, resources and release time for new curriculum implementation.

• Encouraged Department of Education and school districts to provide a broader range of professional development opportunities.

• Determined and addressed issues arising with respect to public exams and CRTs.

• Continued to monitor the implementation of Pathways.

• Pursued the carrying out of a workload study with long-term goal of reducing teacher workload.

• Continued to monitor the impact of class size, non-teaching duties, prep time and administrative days.

• Continued to develop and implement the Teacher Wellness Program.

• Monitored school districts' initiatives in the development of "teacher" job descriptions.

• Through Wellness materials and articles, promoted to teachers the importance of putting personal parameters around their work life and work place.

• Liaised with health-related agencies re issues surrounding teacher wellness and general health issues.

• Encouraged and facilitated membership input on workload issues during preparations for collective bargaining.

Teacher Accountability/Assessment Professionalism/Certification

• Monitored and addressed issues which emerged re teacher/system accountability.

• Developed policy on teacher accountability and assessment.

• Explored with the Faculty of Education at Memorial University means to achieve greater flexibility for course credit.

• Monitored Department of Education initiatives in areas of assessment, accountability and professionalism.

• Continued liaison with CTF to track development in the CTF policy and activities on teacher accountability.

• Reactivated the Teacher Certification Committee to review NLTA's position on certification and explore ways of recognizing a wider range of professional activity for salary purposes.

Communications/Public Relations

• Provided material to teachers and school representatives on public relations and school programs.

• Profiled innovative teaching and teachers.

• Developed a communications plan re teacher/education issues.

• Attempted to build further relationships/rapport with school representatives.

• Promoted NLTA and teacher issues whenever possible.

• Conducted readership survey of *The Bulletin* to determine if meeting the needs of teachers.

• Made results of CTF surveys (such as National Issues poll) available to the general public and teachers, as well as a link from the NLTA website.

Membership Involvement

• Continued to review the Association's policies and procedures which govern membership involvement and the effectiveness and relevance of same.

• Completed a review of the feedback from the School Representative seminars and the Collective Bargaining Focus Groups to assess progress in actioning recommendations.

• Explored avenues to increase membership involvement in Special Interest Councils and Branches.

• Collaborated with the MUN Student Teacher Division and the Faculty of Education to create a greater awareness of the Association's services.

• Communicated directly with new members re encouraging involvement in Association activities.

• Continued President's visitation program.

• Reviewed NLTA branch and school-based infrastructure to determine if adjustments are appropriate.

• Completed the procedures and guidelines for Province-Wide Voting and put in place all the necessary arrangements to conduct the first province-wide vote for NLTA President and Vice-President.

• Utilized the NLTA display whenever possible at MUN-NLTA days, SIC conferences, school career days, inservice days and branch activities.

• Continued the involvement with school districts in offering support to beginning teachers.

• Carried out arrangements for a triennial program of School Representative Seminars to start in the Fall of 2003.

• Continued to provide New Teacher Kits to beginning teachers and maintain an ongoing assessment of the contents and use of the kits.

• Updated the school representative user group and section on NLTA website.

• Re-examined Association policy on committees.

• Provided branch presidents and school representatives with a summary sheet of specific services offered through EAP, including workshop topics, print resources and counselling support options.

• Maximized membership involvement as priorities for Collective Bargaining were identified.

Brief to the Department of Education and School Districts

Over the past several years, teachers have brought forward, in increasing numbers, their concerns over what is happening to their roles as teachers in our schools. There is a high level of consistency to the issues being brought forward, from school to school and classroom to classroom around the province. Increasing demands being placed on teachers for the implementation of new curricula, modifying and adapting curricula, student assessment and student support services are all taking their toll. In response to the input and feedback received from members, the Newfoundland and Labrador Teachers' Association developed a brief entitled "Putting the Teacher Back into Teaching" in order to bring the concerns and a number of recommendations to the attention of the Department of Education and school districts.

In analyzing the input received, we concluded that a major part of the difficulty in implementing educational programs at the school level arises out of the disconnect between conceptualization and development of new programs and the implementation and delivery of those programs. The brief, for the most part, did not engage in criticism of the curricula and programs which are being developed and introduced. While suggestions for improvement are always possible there is generally a positive response to the changes which are being brought forward. The brief was intended to focus attention on teachers' issues which predominantly revolve around the implementation of such programs in our schools and classrooms.

The brief divided the input received from our members into five major issues as follows:

Issue 1 – Curriculum/Program Introduction

Issue 2 – Curriculum Resources

Issue 3 – Student Support Services

Issue 4 – The Need for Support Personnel

Issue 5 – Communications

Following the analysis of the concerns falling under each of these issues, a number of recommendations were provided which we believe would assist in alleviating those concerns for our members. Further follow-up is planned with the Department and school districts towards the implementation of those recommendations.

Benefits and Economic Services

The Benefits and Economic Services Division of the NLTA is dedicated to providing services to members in the area of teacher welfare and collective agreement administration. Key to these services are collective bargaining, group insurance, employee assistance, legal aid and professional relations dispute resolution. As well, representation is given in the areas of appeal to teacher certification, employment insurance and workers' compensation.

All BES staff are available upon request to visit schools and to assist teachers in dealing with teacher welfare issues. Information is provided through *The Bulletin* and the *BES Bulletin* and is available on the NLTA website. Any teacher requiring assistance should make immediate contact with an Administrative Officer in the Benefits and Economic Services Division.

Collective Bargaining

Provincial Collective Agreement

Now that we have entered the second year of a three-year collective agreement which will expire on August 31, 2004, the NLTA has begun preliminary planning for the next round of negotiations. In December 2002, the Chairperson and the committee members of the Provincial Collective Bargaining Committee were appointed and meetings have begun.

The committee will be briefed on the NLTA policy and provided with the report from the previous Negotiating Team. This report provides an overview of the last round of negotiations and a set of recommendations for consideration by the Collective Bargaining Committee. The committee will also review the most efficient and effective means by which input from the membership can be obtained. The Collective Bargaining Committee will continue to update the membership as this process unfolds.

Labrador West Collective Agreement

Contract negotiations for the Labrador West Collective Agreement were held during May and June 2002, and concluded at the Table on June 6, 2002 with a tentative agreement being reached by both parties.

Teachers covered by the Agreement conducted their ratification vote on June 13, 2002 with a 81.4% vote in favor of acceptance. The effective period for the new collective agreement is June 14, 2002 to August 31, 2004.

Labrador Benefits Package (Schedule J)

A multi-union bargaining team consisting of representatives from NAPE, CUPE, NLNU, and NLTA negotiates with Treasury Board the package of benefits for members in Labrador.

There were several meetings and exchanges of positions between the two sides in the fall of 2002 which continued into the winter of 2003. During meetings of late February 2003 a proposed tentative agreement was reached. This agreement was ratified by the membership in March 2003 and signed in early April.

This benefits package replaces the Labrador Benefits Package which expired on March 31, 2002.

Collective Agreement Administration

The Benefits and Economic Services Division has four Administrative Officers who assist teachers in understanding the Collective Agreement and enforcing the rights of teachers in relation to their conditions of employment. In doing this the BES Administrative Staff interprets clauses of the teachers' contract, provides historical context to collective agreement interpretation, arranges legal assistance and guides teachers through the grievance, arbitration and mediation process with school districts and the Department of Education.

The 2002 year saw the signing of new collective agreements both provincially and in Labrador West, which will be in effect until the end of August 2004. A *BES Bulletin* has been published explaining all the changes to these agreements. Teachers are encouraged to contact an Administrative Officer at any time they need advice in relation to their conditions of employment.

Pensions

Over the past year, the Association has continued to be directly involved in representing teachers' interests on pensions and the general administration of the plan. This includes negotiating a pension indexer in the 2001-04 contract, communicating information to the membership on the pension plan, presentations at the Pre-Retirement Seminars, working through the Pensions Administration Committee to ensure consistent management and administration of the plan, and interceding on teachers' behalf with Pensions officials when difficulties arise. The NLTA is also represented on the Pensions Investment Committee, which oversees the investment of the province's pooled pension fund.

During the past year, the NLTA/Government Pensions Administration Committee has continued to examine and discuss a number of ongoing issues related to the administration of the Teachers' Pension Plan. These issues include inter-provincial reciprocal transfer agreements, substitute service and the substitute teacher pension plan, processing of disability pension applications and the mandatory retirement age.

A detailed actuarial valuation of the Teachers' Pension Plan as at August 31, 2000, was completed in March 2001. This report indicated a funded ratio on a going-concern basis of 30.8% at August 31, 2000. This compares with a funded ratio of 17.2% as at August 31, 1997. The improvement is a result of special payments and changes made in the 1998 Collective Agreement. An unfunded liability of approximately $1.7B still exists. The funded ratio reaches its maximum of 32.7% in 2004 and then declines to 0% by 2016 at which time the fund would be exhausted unless further interventions are taken.

Group Insurance

The Annual Group Insurance renewal was conducted in June 2002 with renewal decisions effective for October 2002 (September deduction month). This information and the details re decisions made were relayed to the membership throughout the year. Of significant note was the decision to change the renewal date from October (September deduction month) to May (April deduction month) beginning April 1, 2003. Effectively, Trustees will renew the insurance policies for the period April 2003 to March 2004. The results of the renewal process and impact on premiums were communicated to members in March 2003.

A total outstanding deficit on all options of approximately $1.2M still exists. Trustees continue to struggle to maintain benefits in the face of rising drug costs and an aging insured group. Unfortunately, premium rate increases in the Health, Life and Long Term Disability plan options are likely to occur each year for the indefinite future in order to maintain these benefits.

The NLTA has received payment from Government of all outstanding premium and interest associated with the arbitration award to the NLTA on the 2000 and 2001 Health premium increases.

NLTA Group Insurance Trustees are exploring the possibility of offering members a Long Term Care Plan in the coming years.

Grievance and Arbitration

Disputes related to the application or interpretation of the provisions of the Collective Agreement are dealt with through the grievance and arbitration process, which is set out in Articles 31 and 32 of the Provincial Collective Agreement (Articles 50 and 51 in Labrador West). While the majority of teachers go through their careers without needing to access this process, advice and assistance from the staff of the BES Division is available and essential when resolving disputes through these methods. A total of 21 new grievances were initiated over the past school year, which shows a significant decrease from the previous year. Employment issues gave rise to the highest number of new grievances (6), while four dealt with disciplinary action taken against teachers and three related to layoffs. Four grievances were moved to arbitration during the year, two are awaiting hearings, and two were resolved in favour of teachers during the arbitration process.

Any teacher considering filing a grievance should review the appropriate articles of the Collective Agreement and contact an Administrative Officer in the BES Division for assistance within the timelines given.

Employee Assistance Program for Teachers

The Employee Assistance Program (EAP) has been beneficial to teachers and staff groups throughout the province. The program is designed to assist teachers in facing the multiple

professional and personal challenges they experience. Our goal is to continue exploring ways to make the EAP accessible and sustainable. There are two main components to the program: the counselling/referral which assists teachers in receiving the supports needed to deal with circumstances that arise in their lives; and the Wellness Program which is a proactive approach for promoting healthy and balanced living.

The need for counselling is often unexpected and the resources available to people may be unknown until that need does arise. EAP offers resources to assess each teacher's issue and provides a referral to the professional who can be of most benefit. The program also offers funding to help offset the expenses of private counselling. The program covers 50% of the cost of a counselling session to the maximum of $40 per session, with a lifetime limit of $2,000.

The Wellness Program is available to teachers, NLTA branches and school districts to promote and enhance individual and group health. Services are provided through individual contact, workshops, wellness flyers, workbooks and other EAP activities. The Wellness Program focuses on: empowering teachers to achieve optimal health; preventing problems before they start; and reducing the impact and complications of existing issues or concerns.

During the 2001-02 school year, a total of 348 cases have been managed by the EAP. There were 21 workshops offered to staff groups throughout the province, reaching 1,323 teachers. The most frequent request for teachers accessing the EAP was for assistance dealing with personal emotional and mental health issues. Stress issues and family relationships were also significant concerns requiring intervention.

Legal Assistance

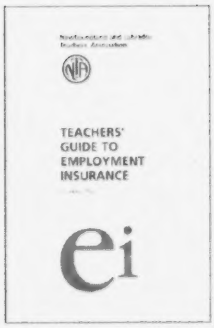
The Association's Legal Aid Policy provides free legal assistance to any member when the case arises from a situation that is contingent upon the person's role as a teacher. Requests for legal assistance must be submitted to and approved by an Administrative Officer in the BES Division in consultation with the Association's legal advisors. The cases to which the Association has responded during the past year cover a variety of issues, including questions related to defamation, parental complaints, allegations of abuse, harassment and police statements. During the past school year, 20 requests for legal assistance were approved and referred to legal counsel. The largest number of these (7) were matters of general legal advice, while six cases were related to allegations of physical or sexual assault, five of which were dropped without charges being laid against the teachers in question.

Legal representation is also available to teachers for hearings and appeals at various levels with other agencies, such as the Employment Insurance Commission and Teacher Certification. Any teacher who requires legal assistance in relation to a situation that is contingent upon their role as a teacher should contact an Administrative Officer in the BES Division immediately. A copy of the Association's Legal Aid Policy is provided to every member who requests legal assistance and is also available on the NLTA website.

Professional Relations/ Disciplinary Procedures

Assistance and advice is regularly provided to members who experience difficulties in their professional relationships with colleagues. Presentations have also been made to school staffs on the Code of Ethics and professional relations. Two requests for assistance in professional relations have been dealt with this past year.

Employment Insurance



The Association's publication entitled "Teachers' Guide to Employment Insurance", which is available to all members, was reviewed and revised in October 2002 to reflect recent changes in EI regulations and rulings.

Effective in March 2002, changes were made to the rules governing claims for EI special benefits (sickness, maternity and parental benefits) to increase flexibility for new parents faced with extraordinary circumstances. The time limit for claiming parental benefits has been extended from one year to up to two years from the date of birth/ adoption for parents whose newborn or newly adopted child requires an extended period of hospitalization. In addition, the 50-week cap on claims for special benefits has been extended to a maximum of 65 weeks for birth mothers who meet the medical requirements to claim sickness benefits during pregnancy.

However, recent developments regarding claims for summer EI benefits by term contract teachers have not been as positive. Due to the number of appeals and inconsistency in decisions, a test case was taken to the Federal Court of Appeal and was heard on June 26, 2002. Unfortunately, the judgement held that replacement teachers who have accepted a new contract for the following September at or prior to the end of the school year are not entitled to EI benefits during July and August. This is a binding legal precedent and has resulted in a significant reduction in the number of EI appeals for which legal assistance has been provided. However, the Association continues to provide legal assistance to teachers whose circumstances differ from those considered in the test case and the outcome of a similar Federal Court of Appeal case in Alberta will be closely watched. In addition, NLTA, in co-operation with the Canadian Teachers' Federation and other provincial teacher organizations, is making efforts to lobby the federal government for more fair and consistent EI eligibility rules for teachers.

Teachers who experience problems with EI rulings are advised to notify Human Resources Development Canada of their intention to appeal the ruling within the timelines given and then contact the BES Division for assistance.

Workers' Compensation

As in previous years, the Association continues to assist teachers with the completion and processing of their Workers' Compensation claims. The Association has also continued to provide assistance and advice to those teachers who have had to move their claim onto the External Review process with the Chief Review Commissioner. Such appeals often focus on the level of medical assistance and/or monetary benefits the Commission may have previously adjudicated.

The joint Workplace Health, Safety and Training Initiative sponsored by the Federation of Labour and the Newfoundland and Labrador

Employers' Council has been very successful in the training of workplace parties on the new legislative requirements and regulations. The training provided by this joint venture will conclude during the Spring of 2003; however, ongoing training will continue to be provided by independent agencies and contractors for those who have not had the opportunity to do so.

Teacher Health Assistance Program (THAP)

The NLTA has continued its program of making contact with teachers who have only a few months of sick leave remaining. These teachers are provided with information packages which contain an outline of the benefits and services available to them as NLTA members after the expiry of sick leave. The purpose of the mailout is to attempt to alert teachers well in advance that they should look at the options available to them while still in receipt of salary.

Workload Committee

The Provincial Collective Agreement signed in April 2002 reaffirmed the parties' commitment to a teacher workload study. Several meetings in the fall of 2002 have led to agreement on a researcher who will conduct such a study. Throughout the winter and spring of the 2002-03 school year, it is planned that a sample of teachers will be contacted to respond to a survey on workload issues, as a report is compiled on this matter. The findings will assist the Association in addressing future workload issues of our members.

Deferred Salary Leave Plan

The Benefits and Economic Services Division liaises with school district officials and Department of Education officials with respect to the Deferred Salary Leave Plan and assists members where problems exist. As of February 2003, there are 179 teachers enrolled in the DSLP. Thirty-nine teachers are currently on leave.

Occupational Health and Safety

A Task Force was commissioned by the Provincial Government in 2000 to study the deficiencies in the Workplace Health, Safety and Compensation Commission. This Task Force submitted its recommendations to Government in February 2001, including recommendations regarding legislative changes to the Occupational Health and Safety Act. Various recommendations indicated that greater commitment should be required of both employers and workers with respect to the implementation of Occupational Health and Safety intervention and prevention strategies. As a result, all workplaces have to adhere to the legislative requirement to establish either a Workplace Health and Safety Representative or an Occupational Health and Safety Committee, depending on the number of employees at each work site.

As a result of these recommendations, the Department of Education is currently planning a series of training sessions for teachers and school district representatives in all schools throughout the province. These sessions will be conducted over the next 12 to 16 months and will assist in establishing workplace health and safety representatives or committees in all schools.

Professional Development

The Professional Development Division of the NLTA provides professional programs for members of the Association and supports them in meeting the challenges of teaching in times of change. The following summarizes some of the initiatives in which the Professional Development Division has been involved during the current school year.

Special Interest Councils

Within NLTA's Professional Development Division, a significant portion of activity and funding is directed towards the establishment and ongoing operations of the 20 Special Interest Councils. The Special Interest Council structure is recognized in NLTA policy as the professional learning community which provides support to all members of the Association. Through the Council system, the many disciplines and interests of educators are represented, and for thousands of teachers throughout Newfoundland and Labrador, an avenue is provided for active participation in the professional activities of their Association.

In the last number of years, our Special Interest Councils have faced severe competition for limited substitute teacher days for professional development. At the SIC Leadership Conference held in May 2001, our Special Interest Councils and the Professional Issues in Teaching Committee endorsed a proposed new model for professional development delivery which would have councils working together and in collaboration with the school districts located in a particular region. This collaborative approach would involve the hosting of major provincial conferences in each region. Sessions would be offered by Special Interest Councils, School Districts, and the Department of Education, and these conferences would include keynotes by some of the leading educators in North America. In October 2002, the Program Specialists Special Interest Council and School District #5 held a provincial conference titled "Creating Learning Organizations", which featured presentations by internationally-known facilitators David Bouchard and Richard Dufour. The planning of this conference was a collaborative effort and intended to be a pilot for the collaborative model. The collaborative nature of this event was further enhanced when the Inter-Agency Professional Development Alliance planned its first provincial symposium to immediately follow this event. During the last two years, the Professional Development Officer responsible for Special Interest Councils has continued discussions with district offices and Department of Education personnel, and the first regional conference involving Special Interest Councils and Districts 7, 8, 9 and 10 is planned for September 2004.

At BGM 2001, a motion was passed to allow the continuance of an Ad Hoc Special Interest Council Co-ordinating Committee. One of the main tasks of this Committee is to develop guidelines and logistical details for the proposed collaborative model for the delivery of SIC Provincial Conferences. The Special Interest Council Co-ordinating Committee will spearhead a discussion of the collaborative model at the SIC Leadership Conference to be held in May 2003.

Pathways Working Group

During the 2001-02 school year, a subcommittee of the Pathways Working Group developed a concise handbook

for teachers, which is intended to more clearly define Pathways and to provide a resource which can help achieve more manageable implementation of the framework. This NLTA/Department of Education Working Group continues to meet during 2003 to finalize the teacher handbook and to ensure that it is made available to the field. In addition, the workload issues related to the implementation of Pathways continue to be discussed at a number of levels, including the NLTA/Department of Education Liaison meetings, in collective bargaining, and through the continuing efforts of the Working Group.

Criterion Referenced Testing and Public Exams

In November 2002, NLTA distributed two major questionnaires on Criterion Referenced Testing in Grades 3 and 6 and on the high school public exams. Approximately 600 questionnaires were completed which represents a significantly high rate of return for the specific grade levels involved. A collation of the raw data and teacher comments was shared with Provincial Executive at its February 2003 meeting. Currently, the data is being analyzed, and a report will be prepared and circulated to the membership.

Gros Morne Institutes for Teachers and Teacher Interns

In collaboration with Parks Canada and School Districts 2 and 3, the Professional Development Division of the NLTA has participated in the planning and offering of two institutes which were held on the Northern Peninsula during August 2002. Approximately 30 teachers spent a week

exploring sites in Gros Morne National Park and developing lesson plans based upon their experiences. These lesson plans will become part of the Virtual Teacher Centre's lesson plan database. In September 2002, a second institute was held with approximately 25 teacher interns from Memorial University. During this week-long institute, participants visited Parks Canada Cultural and Natural Heritage sites along the Great Northern Peninsula and the Southern Coast of Labrador.

The Professional Development Alliance

This year has seen the introduction of a new model for professional development in the province. Through the work of an alliance of educational partners – the NLTA, Memorial University's Faculty of Education, the Department of Education and School Districts – this model was developed over an eight-month period and introduced to the province in an invitational symposium of leaders in professional development in October 2002. The new model is based on research supporting organizational learning and the principles of adult learning and takes into account the need to balance both system needs and individual choice. A key element of the model, which figures prominently in the graphic representation, is

that the teacher is at the center. This PD Alliance evolved from Recommendation 47 of *Supporting Learning: Report of the Ministerial Panel on Educational Delivery in the Classroom.* Currently, a leadership committee with representatives of the Alliance partners is developing an action plan to implement the new model.

Partnerships: CTF and CAPTO

The Canadian Teachers' Federation has seen a renewal in professional development with the hiring of a new director, Noreen O'Haire. Through her coordinating efforts, the NLTA's Professional Development Division has contributed to a number of CTF initiatives, including working groups on technology, professional development for school-based administrators, inclusion, gender and equity issues, and accountability.

We are also linked closely with the Francophone Services Division of CTF and through their staff officer, Liliane Vincent, we are able to link with larger francophone affiliates throughout the country to access resources and services which, with our very small francophone membership, we otherwise may not be able to do.

Finally, we have collaborated with CTF on two major projects in the International Programs Division through the John M. Thompson Fellowship Program. In September 2001 and 2002 our staff assisted by facilitating a leadership development institute for teachers in Southeast Asia, and in October 2002, the Association hosted a leader from the St. Vincent and the Grenadines Teachers' Union, Mr. Denniston Douglas, for a two-week study tour in the province. These projects are very significant for those who are on the receiving end of our services, but they are also deeply enriching for our staff and Association.

CAPTO, the Conference of Atlantic Provinces Teacher Organizations, which includes the PEITF, NBTA, AEFNB, NSTU, and the NLTA, supported a training initiative which saw five of the professional development staff receive extensive background in the area of brain research and its implications for teaching and learning. NLTA had already offered a number of workshops throughout Newfoundland and Labrador; however, as a follow up to this CAPTO collaboration, the Atlantic PD officers have developed a two-day institute on this topic. The institute, piloted with a group of 50 teachers (primarily early career) in April 2003, will be revised and offered to other groups in the Atlantic provinces.

DSS and CONTACT

We continue our long tradition of offering DSS (the Developing Successful Schools Institute) and CONTACT (the Conference on New Techniques and Classroom Teaching). The NLTA was well represented at DSS with 12 participants attending Mount Allison University in Sackville for the four-day institute, *Canadian Schools – Our People, Our Purpose.* Dr. Frank Peters of the University of Alberta facilitated an intense and thought-provoking session.

This year it was NLTA's pleasure to host our Atlantic colleagues for CONTACT 2002 in Corner Brook. The theme was *Teaching: A Class Act*, and our organizing committee, our presenters and our delegates showed once again that it really is!

The Teacher Induction Program

This program, initiated by NLTA and supported by the Department of Education and Memorial University, has been adopted in most districts. Each year for the past five years the NLTA has coordinated an implementation/support institute. Last year's institute used the Inukshuk as a symbol and promoted the idea that new teachers need guidance from those who have gone there before. While this institute always provides a renewal of commitment and energy, the implementation is largely a district project and there is a sense that it is now time for the provincial steering committee to move into a new phase of support.

Leadership at Work

This program for school-based leaders, initiated by the NLTA's Professional Development Division and developed in partnership with the Avalon West School District, has now been adopted in five districts with another two districts in a preliminary exploration. Based largely on its success and in response to an expressed need, a provincial Leadership Committee, headed by the Department of Education, is considering adopting this as the provincial model for support of principals and vice principals. The protocols for how the program would be made available are still to be worked out; however, this adoption is a sound endorsement of the program.

Building for the Future

Over the past number of years, the Association has been making a concerted effort to improve membership involvement. One strategy has been to make our programs and services known to our future members – those who are currently in the Faculty of Education at Memorial University. There are a number of initiatives in this regard: offering seminars to students in the Faculty (Interviewing Techniques; the Teacher as Juggler, etc.); hosting NLTA Day at MUN with information booth and personnel to talk to students; sponsorship of an intern in rural or remote areas of the province; and in 2003, the hosting of two students as observer/delegates to our Biennial General Meeting.

Our Ongoing Commitment

Through the Professional Development Committees – Professional Issues in Teaching, Curriculum, and Equity Issues in Education – a number of

programs are coordinated through the Division, including all of the Centennial Fund programs, the PD Fund and the Student Equity Program. In keeping with the mission of the Association, a large part of the Professional Development Division's mandate is to respond to the field. The Professional Development staff design and deliver professional development sessions for schools, school districts, Special Interest Councils and others. The Division now has a broad repertoire of professional development offerings. We also respond to and provide input into documents and policies being developed by others, such as the Department of Education, which impact upon teachers.

At the local/provincial level, Professional Development Officers represent the Association on a number of committees and working groups. They have also represented the Association at regional, national and international forums such as a National Symposium on Assessment and Accountability, a National Forum on Bullying, an Atlantic Canadian Symposium on Inclusion, and an International Conference of Principals' Symposium on Accountability.

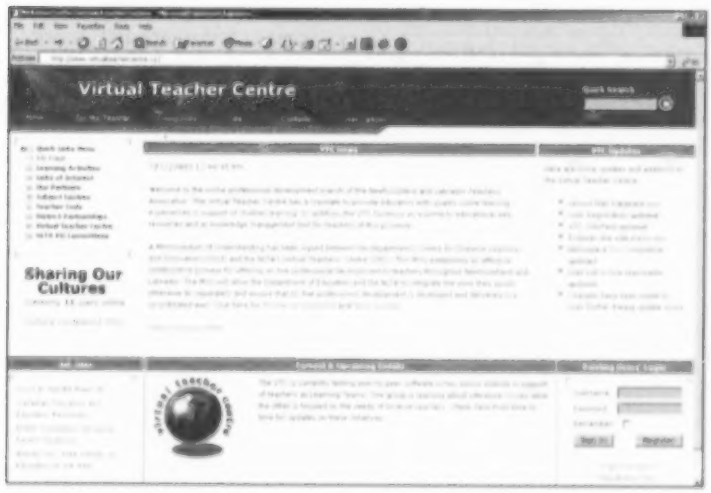
Virtual Teacher Centre

The VTC has had a productive and successful year. Since its launch in November 2001, teacher interest and registration growth has steadily climbed. Requests for presentations and workshops come in weekly. This is a strong indication of interest. Collaborations with external partners such as Parks Canada and the Newfoundland and Labrador Arts Council continue to be productive.

The presence of the VTC as a vehicle for online professional development was strengthened in September with an agreement between the NLTA and the Department of Education to cost share the salaries of the VTC Coordinator and Lead Programmer in return for the VTC assuming responsibility for the online professional development mandate of the Centre for Distance Learning and Innovation (CDLI). This new partnership sees the VTC as being the sole agent for online professional development for educators in the province. Since October 2002, activities have been underway to design and create an infrastructure for the delivery of online learning that incorporates the needs of the VTC, CDLI and the Department of Education.

Another development that speaks to the presence of the VTC on the provincial scene is an agreement with Memorial University which will see the VTC move a portion of its operations into the Education Building on University Campus. This is expected to lead to even more productive partnerships and collaborations in the future.

Teacher involvement through such initiatives as Literacy, Leadership at Work and the Diverse Learners Initiative continue to grow. In addition, the number of requests for assistance and resources increase regularly. All of this points to growth and acceptance of the VTC as a credible player on the province's professional development landscape.



The "Power of Learning" campaign aired in the fall of 2002 and was produced in conjunction with the teachers' associations of Atlantic Canada. The campaign was a bilingual umbrella campaign promoting the positive economic and social effects of public education – including teaching and learning. The campaign stressed the importance of a well-funded public education system to society. The rationale for the campaign was to foster public and political awareness of issues relevant to teacher organizations of the Atlantic region. The focus was that public education is an economic imperative and valuable societal resource. The themes for the campaign were the importance of education to health, employment, economic development, justice, and poverty/social development. The campaign showed that money invested by governments today will realize large savings for society tomorrow. It is the intention that another campaign follow very closely with this one to reemphasize the importance of education and to promote the positive economic and social effects of public education – including teaching and learning.

All internal/external imaging is designed to promote the teaching profession to teachers and to various publics. All public relations campaigns, including advertising, radio and television commercials, have the dual purpose of improving teacher morale and informing the public of the great work performed by teachers. The Association took part in activities for World Teachers' Day, aired Labour Day messages, as well as Christmas greetings.

The Bulletin Survey

The membership was asked to complete a survey re their opinion of *The Bulletin*. Questions were asked concerning the types of articles teachers wanted in the publication, how often they read it, if their preference was to receive it on-line or in its current format. Teachers were very open in their comments and overall the response was very positive about *The Bulletin*. Comments from teachers will be helpful in determining future articles and features in upcoming issues.

On-Line Services

The NLTA continues to provide its services and resources on-line. The website is updated regularly by the Communications Division and contains in-depth information about the Association, its divisions, staff, the services available to teachers, and various links to other sites that may be of interest to teachers and visitors to the site.

As new publications are prepared, the information is posted on the NLTA website often before it is in print. Other documents such as the Group Insurance booklets, the Policy and Procedures Handbook of the NLTA, and the Collective Agreement, are accessible on the website and only need to be reprinted when absolutely necessary.

These, and other documents, can be accessed, downloaded, or printed from our website. Other on-line services for branch presidents, school representatives, and Executive members have proven to be efficient and cost effective.

New this year is a Virtual Tour of the NLTA building. For those teachers who have never had the opportunity to visit 3 Kenmount Road the virtual tour allows them to see their building and the many services provided to them.

Education Week

The Communications Division staff has direct responsibility for Education Week

and work directly with a provincial committee to prepare materials and plan the Opening Ceremonies. The theme for Education Week 2003 was "Many Places, Many Faces, One Spirit". The Education Week Committee had evaluated and considered the work being carried out by the Royal Commission on Renewing and Strengthening Our Place in Canada. After a great deal of deliberation and discussion around the work of the Commission it was decided to select a theme that celebrated our many roles in society on the local, provincial, national and international levels instead of only our place in Canada. The theme allows for some thought and reflection about our place in our schools, communities, provinces, and the place that we have in a much broader spectrum within Canada and the rest of the world.

Recourse materials included a booklet, poster, proclamation, stickers, bookmarks, and promotional materials for schools to order.

The 2003 Education Week Opening Ceremonies were held at G.C. Rowe Junior High School in Corner Brook. The event was again webcast and all schools that wished could view the Opening Ceremonies.

Teachers' Discount Program

The Teachers' Discount Program was re-instituted and to date, over 100 companies throughout Newfoundland and Labrador have offered a discount or special service to teachers. The Communications Division will continue to monitor this program and add other businesses and companies to the list of discounts as they occur. Teachers were also provided with a new NLTA membership card that must be presented before they can take advantage of the discounts.

Computers for Schools

Computers for Schools (CFS) co-founded in 1993 by Industry Canada and the Telephone Pioneers, is a national volunteer-based initiative that collects, repairs and delivers surplus computers to schools and public libraries across Canada. CFS was established in Newfoundland and Labrador in 1994 and operates depots in St. John's, Labrador, Corner Brook and Spaniard's Bay. The Communications Officer represents the NLTA on the provincial CFS Board of Directors and holds the position of secretary on the CFS Executive Committee, and sits on the CFS Finance Committee. To date, CFS has shipped over 8,000 refurbished computers to schools and libraries in Newfoundland and Labrador.

Printing Services

Printing Services works with multiple technologies in ensuring that documents are distributed in the most effective way… print, fax, e-mail, the internet, intranets, etc. Using all these channels (and their blend of IT, print and distribution) has presented another challenge – the management of up-to-date and current information: how do we make sure we have updated information at all times in all places? As we continue to work toward improving our communications with our membership, member comments re what is working, what isn't, and suggestions are welcomed.

Printing Services provides the following products and services to the membership:

Provincial Executive and Head Office – Items required by Executive are given top priority for printing, followed by work for the Communications Division and then work for the various divisions at Head Office.

Branches – Letterhead and envelopes, agendas and programs for professional development and retirement functions, are printed for branches.

Special Interest Councils – Letterhead and envelopes, agendas and programs for special functions and annual general meetings, membership cards and newsletters (limited to two per year) are printed for councils. Special Interest Councils are charged for the cost of materials used in printing and for postage.

General Membership – Printing services are provided to teachers on a cost-recovery basis, provided the workload allows for same.

Member Support Services – We have on hand various support materials, which are provided to teachers free of charge, when requested. A complete list can be obtained from Printing Services or on the NLTA website.

Finance

The Finance Division of the NLTA is responsible for ensuring that all revenues and expenditures are accounted for in accordance with the By-laws and Policies of the Association as well as the maintenance and upkeep of the NLTA property. The primary source of revenue (approximately 96%) comes from the membership in the form of fees, which are set at 1% of salary and bonuses.

Funds of the Association

There are eight funds operated by the Association, which are:

General Fund

This is the daily operating account of the Association.

Group Insurance Fund

This fund is operated by the Group Insurance Trustees and is reported on under the Benefits and Economic Services Division.

Emergency Fund

Pays for all expenses related to collective bargaining, grievance/arbitrations and job action related activities.

Centennial Fund

Spending from this fund is controlled by the Professional Issues in Teaching Committee and is limited to the annual interest earned.

Reserve Fund

Used to cover any annual deficits that might occur in the General Fund.

Professional Development Fund

Spending from this fund is limited to the annual interest earned on the fund and is controlled by the Professional Issues in Teaching Committee.

Support Staff Pension Fund

This is the pension fund for the Support Staff of the Newfoundland and Labrador Teachers' Association.

Academic Loan Fund

Provides loans to teachers who are in full time attendance at university.

Investments

It is imperative that a close watch be kept on all Association monies to see that they are appropriately invested and are achieving the highest possible interest rates with minimum risk. These funds are presently under the care of a fund manager, who was hired by the Association in October 1997.

Property

The Finance Division is also responsible for the maintenance and upkeep of the NLTA building and property at 3 Kenmount Road, St. John's. This past year the usual care was provided to the grounds and building.

President's House

In May 2001, a property was purchased at 44 Rumboldt Place in St. John's for the use of the President during his/her term of office.

Newfoundland and Labrador Teachers' Association
Statement of Financial Position

August 31	General Fund	Restricted Funds	2002 Total	2001 Total
ASSETS				
Current				
Cash and cash equivalents	$ 271,969	-	$ 271,969	$ 134,891
Receivables	45,190	$68,928	114,118	139,342
Receivable from				
General fund	-	117,469	117,469	161,436
Restricted funds	147,758	-	147,758	95,067
Insurance fund	70,710	-	70,710	47,511
Prepaids	51,823	-	51,823	62,367
	587,450	186,397	773,847	640,614
Investments	997,889	5,858,307	6,856,196	7,074,123
Property and equipment	1,126,079	-	1,126,079	1,128,884
Deferred pension costs	120,613	-	120,613	106,575
	$2,832,031	$6,044,704	$8,876,735	$8,950,196
LIABILITIES				
Current				
Bank indebtedness	-	$ 808	$ 808	-
Payables and accruals	$ 411,227	7,641	418,868	$ 333,335
Payable to general fund	-	147,758	147,758	95,067
Payable to restricted funds	117,469	-	117,469	161,436
	528,696	156,207	684,903	589,838
Deferred severance pay	246,386	-	246,386	253,415
	775,082	156,207	931,289	843,253
MEMBERS' EQUITY	2,056,949	5,888,497	7,945,446	8,106,943
	$2,832,031	$6,044,704	$8,876,735	$8,950,196

* For more information or details about the Financial Statements please contact the Finance Division of the NLTA.

Newfoundland and Labrador Teachers' Association
Restricted Funds' Statement of Financial Position

August 31	Emergency Fund	Professional Development Fund	Centennial Fund	Reserve Fund	Outreach Program Fund	Virtual Teacher Fund	**2002 Total**	2001 Total
ASSETS								
Current								
Receivables	-	-	-	-	-	$68,928	**$ 68,928**	$ 45,426
Receivable from general fund	-	-	-	$117,469	-	-	**117,469**	161,436
				117,469		68,928	**186,397**	206,862
Investments	$3,476,710	$777,596	$752,646	807,781	$43,574	-	**5,858,307**	6,015,495
	$3,476,710	$777,596	$752,646	$925,250	$43,574	$68,928	**$6,044,704**	$6,222,357
LIABILITIES								
Current								
Bank indebtedness						$ 808	**$ 808**	
Payables and accruals	$ 4,822	$ 1,879	-	$ 940	-	-	**7,641**	$ 18,163
Payable to general fund	83,239	12,722	$17,007	-	-	34,790	**147,758**	95,067
	88,061	14,601	17,007	940	-	35,598	**156,207**	113,230
MEMBERS' EQUITY	3,388,649	762,995	735,639	924,310	$43, 574	33,330	**5,888,497**	6,109,127
	$3,476,710	$777,596	$752,646	$925,250	$43,574	$68,928	**$6,044,704**	$6,222,357

* For more information or details about the Financial Statements please contact the Finance Division of the NLTA.

Newfoundland and Labrador Teachers' Association
Statement of Operations and Changes in Fund Balances

Year Ended August 31	General Fund	Restricted Funds	2002 Total	2001 Total
Revenue				
Membership fees	$3,329,925	$ 168,935	**$3,498,860**	$3,305,725
Contributions	213,941	156,078	**370,019**	373,860
Government grants	155,386	-	**155,386**	151,920
Interest on investments	28,385	223,855	**252,240**	491,952
Miscellaneous	11,680	2,500	**14,180**	12,480
	3,739,317	551,368	**4,290,685**	4,335,937
Expenses				
Administration	1,430,241	130,622	**1,560,863**	1,609,417
Benefits and Economic Services	869,011	576	**869,587**	884,226
Communications	630,509	-	**630,509**	560,984
Donations	-	30,002	**30,002**	20,000
Employee Assistance Program	-	50,800	**50,800**	-
Branch Operations	235,634	-	**235,634**	199,705
Investment fees	-	32,333	**32,333**	35,092
Professional Development	414,789	84,867	**499,656**	500,267
Grievances and Arbitrations	-	151,622	**151,622**	157,439
Negotiations and Other Lock-out	-	391,176	**391,176**	144,604
	3,580,184	871,998	**4,452,182**	4,111,734
Excess of revenue over expenses (expenses over revenue)	$159,133	$(320,630)	**$(161,497)**	$ 224,203
Fund balances, beginning of year	$1,997,816	$6,109,127	**$8,106,943**	$7,882,740
Excess of revenue over expenses (expenses over revenue)	159,133	(320,630)	**(161,497)**	224,203
Interfund transfers	(100,000)	100,000	**-**	-
Fund balances, end of year	$2,056,949	$5,888,497	**$7,945,446**	$8,106,943

* For more information or details about the Financial Statements please contact the Finance Division of the NLTA.

Newfoundland and Labrador Teachers' Association
Restricted Funds' Statement of Operations and Changes in Fund Balances

Year Ended August 31

	Emergency Fund	Professional Development Fund	Centennial Fund	Reserve Fund	Outreach Program Fund	Virtual Teacher Fund	2002 Total	2001 Total
REVENUE								
Membership fees	$ 168,935	-	-	-	-	-	$ 168,935	$ 158,586
Contributions	-	-	-	-	$15,000	$141,078	156,078	193,771
Interest on investments	149,371	$ 27,453	$ 29,290	$15,257	1,030	1,454	223,855	418,184
Miscellaneous	-	-	-	-	-	2,500	2,500	-
	318,306	27,453	29,290	15,257	16,030	145,032	551,368	770,541
EXPENSES								
Administration	4,406	-	-	1,014	-	125,202	130,622	72,189
Benefits and Economic Services	576	-	-	-	-	-	576	513
Donations	-	30,002	-	-	-	-	30,002	20,000
Employee Assistance Program	-	-	50,800	-	-	-	50,800	-
Investment fees	18,233	6,461	7,639	-	-	-	32,333	35,092
Professional Development		42,888	39,260	-	2,719	-	84,867	137,659
Grievances and Arbitrations	151,622	-	-	-	-	-	151,622	157,439
Negotiations and Other Lock-out	391,176	-	-	-	-	-	391,176	144,604
	566,013	79,351	97,699	1,014	2,719	125,202	871,998	567,496
Excess of (expenses over revenue) revenue over expenses	$(247,707)	$(51,898)	$(68,409)	$ 14,243	$13,311	$ 19,830	$(320,630)	$ 203,045
Fund balances, beginning of year	$3,662,356	$ 664,893	$954,048	$790,067	$37,763	-	$6,109,127	$5,578,352
Excess of (expenses over revenue) revenue over expenses	(247,707)	(51,898)	(68,409)	14,243	13,311	$ 19,830	(320,630)	203,045
Interfund transfers	(26,000)	150,000	(150,00)	120,000	(7,500)	13,500	100,000	327,730
Fund balances, end of year	$3,388,649	$ 762,995	$735,639	$924,310	$43,574	$ 33,330	$5,888,497	$6,109,127

* For more information or details about the Financial Statements please contact the Finance Division of the NLTA.

NLTA Mission Statement

Through educational leadership and service, we dedicate ourselves to the promotion of the professional excellence and personal well-being of teachers, through support, advocacy and the development and delivery of outstanding programming.

Designed and printed by NLTA Printing Services 04/03